

Appendix G: Vision Elements and Work Plan

During Day Two of the SEEED *Diversity Framework Retreat* (August 2012), participants generated the following nine Vision Elements through a participatory process utilizing tools from the Equity-Driven Systems Change (ESC) Model.⁸⁵ An early version of the following *Vision Elements and Work Plan* was developed at the retreat, to be updated periodically by the College. The current Work Plan was updated December 2017.

As part of the intentionally integrated nature of this framework, many of the objectives and strategies are interwoven across more than one vision element.

Vision #1: Technology resources are used throughout the College to support and increase the effectiveness of student learning outcomes, safety, and the quality of services provided to students. Skyline College in cooperation with the District provides a technology infrastructure and technology resources.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
* Work with external consultant to explore technological possibilities in order to evaluate and recommend an integrated suite of technological solutions to enhance and modernize the student and staff/faculty experience across the entire student life cycle.	*Lecture Capture *Net tutor *BluePulse-Formative Assessment *Chat and Statistical Software *Provide Flex Day training	Dean, Academic Support and Learning Technologies Division	2018-2022	*Smart Classrooms *Mandatory trainings for faculty *Technological Scholarship: Closing the Digital Divide *Cultural events a) Strong business/industry ties b) President’s Council	*Increased College and District trainings (Web Access, SharePoint, iTunesU, Banner, Gmail, DegreeWorks, STOT) (See CTTL website ⁸⁶ and Technology Plan 2018-2022 ⁸⁷ for extensive details).

⁸⁵ Described in greater detail in the *Research Design and Inquiry Process* section (model) and the *Institutionalizing the Equity Vision* section (process) of the Skyline College *Comprehensive Diversity Framework*.

⁸⁶ <http://skylinectl.org/>

⁸⁷ <http://www.skylinecollege.edu/technologyadvisorycommittee/assets/documents/SpecTechPlanV142.pdf>

Vision #1: The vision of the CTTL is to have a far reaching and well-earned reputation for supporting faculty, staff, and administrators at Skyline College in their efforts to adopt, develop, and embody transformative teaching and learning approaches that address equity gaps for students traditionally marginalized in higher education.

Mission: The CTTL provides professional learning through activities promoting critical praxis for all faculty, staff, and administrators in support of Skyline College’s mission to empower and transform a global community of learners.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
<ul style="list-style-type: none"> Increase educational resources and tools available on campus for employees to access information on equity-based practices 	Establish a library of readings and videos on unconscious bias, micro-aggressions, critical and culturally relevant pedagogy, and other equity-relevant texts available for loan.	Learning Commons, in consultation with CTTL	2018-2022	Provide funding to create library for equity-based resources	Haven’t started
<ul style="list-style-type: none"> Increase opportunities for College employees to engage in local, statewide, and national discourse on race, ethnicity, and equity 	<p>Send Skyline College faculty/staff to NCORE and other conferences on race & ethnicity as participants/presenters</p> <p>Engage faculty/staff as presenters on topics related to minoritized and marginalized groups</p>	CTTL SESP	2018-2022	<p>Create a permanent fund to send faculty/staff to NCORE and other conferences focused on equity</p> <p>Number of CTTL workshops conducted specific to marginalized groups</p>	<p>Currently utilize temporary funding when available, need to procure institutionalized funding</p> <p>Currently implemented, needs expansion</p>

<ul style="list-style-type: none"> Increase number of faculty and staff trained in inclusive, critical, culturally responsive, transformative teaching & learning practices supportive of the Skyline College Promise 	Design and offer professional development opportunities for faculty and staff, which includes modules transformative pedagogies and supported by research based practices.	CTTL SESP	2018-2022	Examples include but are not necessarily limited to professional learning communities, flex day workshops, other modalities of professional development structured around features of effective professional development and designed to promote transformative teaching and learning.	Ongoing; need funding and staffing
<ul style="list-style-type: none"> Increase number of faculty & staff trained in Universal Design for Learning (UDL) principles 	Offer additional workshops/trainings in UDL principles during academic year and include in New Faculty Academy training	DRC	2018-2022	Some flex day workshops, incorporated into New Faculty Academy, will continue to offer flex day workshops, CTTL workshops	In process
<ul style="list-style-type: none"> Increase number of faculty/staff trained to make accessible course materials 	Offer additional workshops/trainings in how to create accessible course materials	Dean, Academic Support and Learning Technologies Division DRC	2018-2022	Currently offering CTTL workshops on creating accessible materials	In process
<ul style="list-style-type: none"> Increase faculty awareness and usage of Open Educational Resources in support of lowering textbook costs for students 	Offer additional workshops and training on adoption, usage, and creation of OER	CTTL Library Bookstore	2018-2022	Recently received grant-workshops are being developed, trainings ongoing	In process

Vision #3: An institution devoted to global learning that draws on the collective resources of humanity and provides robust international and multicultural programs, services and initiatives.

⁸⁸ <http://www.skylinecollege.edu/library/distanceeducation.php>

⁸⁹ <http://skylinecollege.edu/online/>

⁹⁰ <http://skylinecollege.edu/officevpss/supportservices.php>

⁹¹ http://www.skylinecollege.edu/accreditation/assets/documents/DE%20Sub%20Change%20Report%20Total_022613.pdf

<ul style="list-style-type: none"> ○ The Global Learners division houses most of the projects listed in the examples for the vision element. This is to say, though the creation of a division was not explicitly listed in the objectives and strategies, it is nonetheless the way in which most of this vision is being organized. 			<p>*Robust study abroad: students and faculty (Global Learners' Institute) *Identify and partner with organizations that foster cultural fluency for faculty and staff</p>	<p>CITD *New partnership established with African American Museum and Library in Oakland</p>

Vision #3: Transparent processes in place that reflect the values of Skyline College and serve our internal and external communities; promoting equity and cultural fluency for all students, staff, and faculty through a lens of Social Justice and Agency.

Examples: Hiring process, professional development, lecture series and events.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
Create a more equitable hiring process for faculty and staff	*Refine the process of hiring quality faculty and staff (informed externally) *Ongoing capacity building on wide range of equity issues within the hiring process.	Academic Senate and District HR Office District HR Office	2018-2022	*An increase in diverse faculty, staff, and administrators at Skyline College *Transparent, accessible, and equitable hiring process in place (need specific metrics) *Changes in the screening process: Self-reflection, communication, recruitment process, interview experience, evaluation, candidate pool, follow up and follow through.	On-Going On-Going
	Evaluate training for screening committees				District implemented mandatory diversity training for all employees participating on a hiring committee
Develop and provide ongoing cultural fluency capacity building, training, and information resources for faculty, staff, and students	Creation of Division of Student Equity and Support Programs (2016). One of SESP's roles is to increase cultural fluency for students, staff, and faculty college wide.	Skyline College Administration		(1) High level of attendance from students, staff, faculty and administrators (2) participation in leading and supporting broader campus initiatives focused on equity	Launched Equity Training Series (2017), Beyond the Margins Equity Forums (2017), the Equity Summit (2016), and facilitated Educational Equity Trainings for Departments/Divisions (2017). SESP partnered with the Associated Students

	<p>Provide resources, tools, information and programs for professional development for staff and faculty.</p> <p>Approved Resolution on Equity</p>	<p>Center for Transformative Teaching and Learning (CTTL)</p> <p>Associated Students of Skyline College with support from the SMCCCD Board of Trustees (2016)</p> <p>Skyline College Academic Senate with support from the SMCCCD Board of Trustees (2016) and EEOC.</p>	<p>2018-2022</p>	<p>High level of staff and faculty attendance and engagement in programs.</p> <p>*Intentional insertion of curriculum on Race Relations in Skyline College courses, College-wide Forum and/or Flex Day workshops on Racism and Bias mandatory for all faculty and staff, a mandatory</p>	<p>of Skyline College (ASSC) to continue the Call to Consciousness College Lecture Series (Launched in 2012).</p> <p>CTTL implemented New Faculty Academy, Adjunct Faculty Symposium, Mandatory Campus-Wide Flex Days, and provide Teaching and Learning Resources from Student Engagement to Instructional Design.</p> <p>Creation of the Student Equity Committee</p> <p>On-Going. In the process of addressing outcomes outlined in the resolution.</p>
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	<p>Developed the model for Communities of Practice (CoP) for staff, faculty, and admin participation. The four CoPs are (1): Social Justice and Sustainability, (2) Service Learning, (3) Hybrid and Online Learning, (4) Transformative</p>	<p>Academic Support and Learning Technologies (ASLT)</p>	<p>semester-length Equity Training *Series for all faculty, staff and administration, a module on Equity in the New Faculty Academy, Ethnic Studies/Social Justice Program/Degree on Skyline College’s campus, creation of a Multi-cultural Center expansion to coordinate and facilitate campus-wide programming addressing cultural days, issues related to marginalized populations, and culturally-based student groups. *CoP members meet deliverables outlined in their work plan.</p>	<p>Program launched in Fall 2017. Deliverables will be presented in Fall 2018 at campus-wide flex day.</p>
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Internal mentoring programs for faculty/staff/students, supporting success and retention.	Pedagogy and Practices.				
	Developed the Faculty Diversity Internship Program (FDIP) Model for Canada, Skyline and CSM in 2016.	District H.R's Equal Employment Opportunity Commission (EEOC) endorsed by SMCCCD Academic Senate.	2018-2022	Increased diversity of faculty at all SMCCCD campuses that are reflective of the student population.	On-Going. The program will begin in Fall of 2018.
	Classified Senate President, Michele Haggar, develops Professional Mentorship Program as an additional component to ETS.	Classified Senate with endorsement from SESP.		ETS Classified Staff members receive guidance and support to apply to the National Conference on Race and Ethnicity in 2018 (NCORE), meet with an ETS Alumna mentor at least twice a semester to discuss professional goals, and receive guidance in finding and applying to two Professional development opportunities focused on equity.	On-Going. The program will begin in Spring of 2018.
			2018-2022	An increase in diverse faculty, staff, and administrators at Skyline College.	On-Going

			<p>Transparent, accessible, and equitable hiring process in place (need specific metrics)</p> <p>Changes in the screening process: Self-reflection, communication, recruitment process, interview experience, evaluation, candidate pool, follow up and follow through.</p> <p>ETS Classified Staff members receive guidance and support to apply to the National Conference on Race and Ethnicity in 2018 (NCORE), meet with an ETS Alumna mentor at least twice a semester to discuss professional goals, and receive guidance in finding and applying to two Professional development opportunities focused on equity.</p>	<p>On-Going</p> <p>District implemented mandatory diversity training for all employees participating on a hiring committee.</p> <p>On-Going. The program will begin in Spring of 2018.</p>
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Vision #4: Comprehensive community outreach and access, designed to maximize retention and success.

Examples: Alma Mater Day, Community and Family Fairs that are linked to retention and success.

Objectives	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
<p>*Engage the community with comprehensive outreach involving students, faculty, staff and alums that establishes mutual connections and partnerships.</p>	<p>* Create a centralized department so that high school and community partners can coordinate with Skyline College. Counseling and Outreach have collaborated to create programming to take the matriculation steps on site to the HSs to facilitate an easier transition for students.</p> <p>*Community & family fairs on campus Community & family fairs on campus Events to recruit, expose, and support prospective and new students. Events such as: Concurrent Enrollment Info Sessions, La Raza Youth</p>	<p>*VPI *VPSS Adjunct Outreach Counselor *Financial Aid outreach *Departmental outreach *ELI outreach *CAA *Jump Start *PEP / Prep for Pep *Cosmetology *SparkPoint *Expanding your Horizons *Coop Ed *PIO</p>	2018-2022	<p>*Fully staffed outreach office with tech support Standardized marketing materials i.e., viewbook, media, testimonials, website, college outreach, calendar Ongoing training for updates</p> <ul style="list-style-type: none"> • Alumni database listserv • In-reach services 	<p>* (1) FT campus recruiter with student ambassador support (not sure if that counts as fully staffed) *There is no Adjunct Outreach Counselor. Completed (with exception of the calendar). Some materials have also been translated into Spanish. *Middle College has been incorporated into the Strategic Plan; SC is pursuing funding options. *College is conducting outreach in multiple areas. *1st Annual Success Summit held 21 September 2013; very strong</p>

	<p>Conference, Brothers & Sisters Conference, Discover Skyline College Days, & PEP</p> <p>*Alma Mater Day *Coordinate community engagement efforts across campus Outreach office compiles a list of outreach activities that have taken place across campus. This helps to track the college's overall outreach efforts in order to better support departments with appropriate resources.</p> <p>*Identify additional funding sources</p>	<p>Horizons</p> <ul style="list-style-type: none"> • Coop Ed • PIO 			<p>connections and planning. *Enhanced marketing materials, such as Annual Reports. Additionally, marketing materials such as viewbooks (English & Spanish), enrollment steps cards (English & Spanish), Outreach Newsletter for HS/Community Partners, have been created and enhanced.</p>
Strategies					
<p>*Engage greater proportion of faculty and staff for more equitable distribution of outreach efforts *Strengthen connections with community (internal / external) *Identify strong community partners successfully serving AF.</p>		<p>*VPI *VPSS Adjunct Outreach Counselor * Financial Aid outreach</p>	<p>2013/14-2014/15</p>		<p>*First three, ongoing *Middle College incorporated into Strategic Plan</p>

AM. Community for potential partnerships & other under- served population *Create Middle College. Pair Skyline faculty with high school faculty		*Departmental outreach *ELI outreach *CAA *Jump Start *PEP / Prep for Pep *Cosmetology *SparkPoint *Expanding your Horizons *Coop Ed *PIO			
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Vision #5: Engage the campus in transformational inquiry that conducts, facilitates, and communicates research toward institutional effectiveness					
(Originally a strategy under Vision #1)					
Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Design an infrastructure that supports transformative inquiry.	*Establish cloud-based data requests and delivery of requests through our SAP business objects.	Office of Planning, Research, and Institutional Effectiveness (PRIE) District PRIE Office	2018-2022	*Query system is in place	*The request form and SAP system are ready for inquiry. PRIE is institutionalizing reporting that is required on an ongoing basis to increase data driven decision making.
Strategies					
*Identify data infrastructure needs and key components	*Create a website for requests (external and internal) *Create automated	Office of Planning, Research, and Institutional	2012-2014	*Data requests filled using SAP.	*Funding needs have been identified and the system is implemented.

	reports that the campus can utilize as needed				
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		Effectiveness (PRIE)			
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Vision #6: A multiple points of entry integrated student services and support model, utilizing connected online/offline resources.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Create a robust and integrated student services model with enhanced communication and clearer pathways to enhance student success.	* Identify and address communication gaps across departments *enhance cross-modal integration of student support services, to effectively “mirror” the offline and online realms.	VPSS Counseling Advising Outreach Financial Aid	2018-2022	*Online services match offline services *Organizational structure facilitates alignment *Multiple-points of entry model understood and implemented across departments *Info Dashboard *Increased student connection	*Significant alignment achieved; continuing efforts in place. Identifying technology to support efforts.
Strategies					
*Increase interdepartmental communication to streamline student supports into a more holistic and integrated model. *Expand professional development opportunities for faculty and staff to ensure equitable and culturally relevant services within each department as well as across departments *Mirror online and offline points of	*Needs and gaps analyses *Professional development programs *Centralized capacity-building resources	VPSS Counseling Advising Outreach Financial Aid	2018-2022	*Online services match offline services * Multiple-points of entry model understood and implemented across departments	*Significant alignment achieved; continuing efforts in place.

access/ contact

Vision #7: Comprehensive and clearly defined educational pathways that bridge students' experiences from connection to completion and beyond.

Examples: SkyPath, scheduling appointments in WebSmart, Degreeworks fee payment plan

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
*Enhance educational pathways to more effectively address each of the major momentum and loss points of the Completion by Design model (Connection, Entry, Progress, and Completion) to enhance student success by maximizing the momentum points and minimizing the loss points.	*Establish Task Force to compile and prioritize needed alignments	VPSS PRIE CAAs Puente FYE CTE	2018-2022	*Constituencies for Task Force identified; charge drafted; group convened	*Some departments/ programs have conducted preliminary pathway analysis; however, the College is still in the dialogue stage for a comprehensive approach
Strategies					
*Map educational pathways (from student perspective) from recruitment through completion, for individualized educational goals *Perform gap analyses of these pathways, and develop SkyPath to ensure continuity of institutional support for student success.	*Address pathway needs for certificates, degrees, and transfer *Assess effectiveness across programs and populations—CTE, Athletes, EOPS, DRC, TRiO, etc.	VPSS PRIE CAAs Puente FYE CTE	2018-2022	*Focus group questions finalized, focus groups convened. *Research design in place for comprehensive pathway analysis	*Preliminary discussion

Vision #8: Holistic and seamlessly integrated guidance, planning, outreach, and instruction, designed and informed by the students' perspectives.

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	In Progress
<ul style="list-style-type: none"> Ensure that student perspectives and experiences inform design of integrated support and instruction planning. Counseling has been utilizing student surveys when working on student service redesign, which started before and 	<ul style="list-style-type: none"> *Design assessment tools *Identify participants for each stage/realm identified above *Conduct assessment *Create design 	VPSS VPI ASSC PRIE	2018-2022	*Student perspectives across constituencies compiled and folded into design and implementation of robust programs:	<ul style="list-style-type: none"> Meta-majors are going through one last round of student polling and surveys to finalize the names.

<p>continue on as part of the comprehensive college redesign.</p> <ul style="list-style-type: none"> • Student surveys and focus groups have also been instrumental in the process of creating the meta-majors. 					<ul style="list-style-type: none"> • From the December 4th presentation by the inquiry teams that are part of the comprehensive redesign, its clear that most inquiry that many of the teams will be creating student survey and focus groups during their inquiry phase as they determine what might best fit the needs of Skyline College.
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Vision #9: A fully resourced, staffed, coordinated, and integrated center for transformative scholarship, teaching, and learning that is both physical and web-based and positively affects student success.

(Originally a strategy under Vision #1)

Objective	Activities	Responsible Party	Timeline	Measurable Outcomes	Status
<p>*Create a comprehensive integrated ongoing professional development program that focuses practices that lead toward equitable student success and recognize/ build upon employee accomplishments.</p> <p>* Create specific resources that that facilitate mentoring for staff, faculty, and administrators to explore technological possibilities in order to bridge the digital divide.</p>	<p>*Secure adequate space</p> <p>*Create web presence: calendar, share sites for scholarship, etc.</p> <p>*Begin building Social Justice Resource Library and Instructional Technology Resources Library</p> <p>*Strengthen new faculty orientation; including shared core of “intro to Skyline College” and “intro to instructional technology” information</p>	VPI CTTL	2018-2022	<p>*Space identified and equipped</p> <p>*Strong and accessible web presence</p> <p>*Comprehensive New Faculty Orientation program designed and implemented</p>	<p>The CTTL Learning Space is located in Bldg. 1, Rm. 1311F.</p> <ul style="list-style-type: none"> The space continues to be fully equipped with a wall-talker and web-ready wireless technology. (2012-) 16 moveable and smaller footprint chairs replaced the 8 large existing office chairs in order to accommodate more people within the

					<p>CTTL Learning Space. (new chairs 2016)</p> <ul style="list-style-type: none"> • CTTL continues to have a web presence (2012) • BootUp Camp., it was designed by CTTL. It was launched in 2013. • We completed 4th cohort in November 2017. • BootUp Camp is now called New Faculty Academy. • BootUp Camp/New Faculty Academy include training in Learning Management System and instructional technology as
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					<p>tools for teaching/learning.</p> <ul style="list-style-type: none"> • BootUp Camp/New Faculty Academy training include includes intro to Skyline College, which includes college tour, intro to student support services, intro to administrators, nuts & bolts, etc. • New equity and diversity component equivalent to 5 hours or training was incorporated into New Faculty Academy training in 2017.
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					<ul style="list-style-type: none">• CTTL Lending Library is up and running as of November 2017. No social justice or technological resources library has been incorporated into the CTTL lending library.
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<p>faculty, and administrators.</p>	<p>trainings regarding educational equity and cultural fluency. ETS is hosted every spring semester to equip participants with skills, strategies, and tools in the areas of pedagogy and cultural fluency.</p> <p>The Equity Summit at Skyline College (ESSC) is a full day teaching and learning experience centered on Educational Equity. The program includes six 10-15 Equity Talks, two plenary sessions and a culminating keynote address by a renowned advocate of social justice.</p>			<p>responsibility on Divisions/departments/offices/, shared governance groups, and campus-wide committees and organizations to achieve student success. This will result in the creation of innovative programming, high quality professional development, and making additions and changes to current policies, curriculum, and practices that create barriers to student success. Participants will be informed about new and on-going research, methods and promising practices that address the educational opportunity gap. Having exposure to a variety of subject matter experts will introduce new sources for information to improve pedagogy and leadership.</p>	<p>scheduled to take place in Spring Semester of 2019.</p> <p>ESSC is scheduled to take place on November 8, 2018 at Skyline College.</p>
<p>Develop a culture of collaboration to share knowledge, strategies,</p>	<p>Beyond the Margins Equity Forums (BTMEF) are hosted twice every</p>	<p>Official of Student Equity and Support Programs</p>	<p>2018-2022</p>	<p>Participants learn content knowledge (from faculty panelists who serve as</p>	<p>BTMEF is scheduled to take place in</p>

<p>which incorporates the perspectives of different constituencies.</p>	<p>fall semester. The forums are town-hall discussions for students, staff, faculty, and administrators to address issues salient to our campus community.</p>			<p>subject-matter experts) and broader information about student trends, new policies, resource allocation, and updates from programs, and how all of these facts impact student learning and student success. This information should be brought to different areas of leadership (e.g. Divisions and Departments, Cabinet, Academic Senate, committees, and initiatives) so that the campus at large is making updated and informed decisions.</p>	<p>Fall of 2018.</p>
<p>Advocate for Anti-Racist programming that educates and keeps educators and other stakeholders accountable for issues of discrimination that compromise our core values of diversity, equity, and inclusion at all levels of the</p>	<p>Insertion of curriculum on Race Relations in Skyline College Courses.</p> <p>College-wide forums and/or Flex Day workshops on Racism and Bias mandatory for all faculty and staff.</p>	<p>Skyline College Academic Senate</p> <p>San Mateo County Community College District Administration (have the responsibility to</p>	<p>2018-2022</p>	<p>Data from campus climate and employee surveys show that students, staff, and faculty are able to work and learn in a safe and inclusive environment regardless of their identity.</p> <p>Staff and faculty feel equipped and well</p>	<p>In Progress</p>

<p>institution.</p>	<p>A mandatory semester-length Equity Training Series for faculty and staff.</p> <p>A module on Equity in the New Faculty Academy.</p> <p>Creation of an Ethnic Studies/Social Justice Program/Degree at Skyline College.</p> <p>Expansion of the Multicultural Center to coordinate campus-wide programming that addresses cultural days, issues related to marginalized populations, and culture-based student groups.</p>	<p>create/mobilize resources for activities).</p>		<p>prepared to support students who come from diverse student backgrounds.</p>	
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